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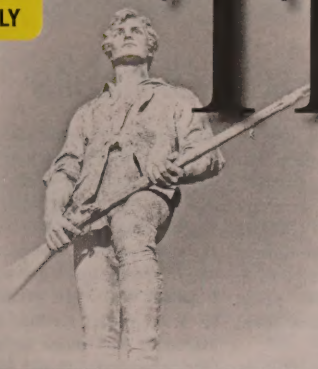
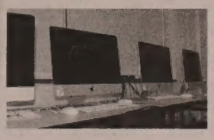


The Musket

LEXINGTON HIGH SCHOOL'S STUDENT-RUN NEWSPAPER SINCE 1969

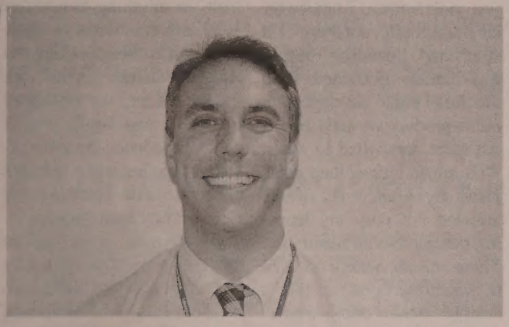


LexHack
Turn to page 5 to learn about the fourth annual LexHack competition at LHS.

Fall Sports Preview
Turn to page 8 to catch up on LHS' fall sports.

Volume LX Issue I—October 2017

Lexington High School welcomes Principal Andrew Stephens



Staff photo by Lily Harrington
Andrew Stephens is the new principal of Lexington High School.

Talia Blatt
Hanna Tuomi
News Editors

Andrew Stephens' favorite food is a peanut butter-mustard-cheese sandwich. He attributes his love for the peculiar condiment mix to growing up with older brothers, who made food a scare resource in his house.

Stephens is the new principal of Lexington High School, following Laura Lasa's retirement. He is coming to LHS after a decade as principal at Duxbury High School, before which he worked as principal in Hull, Mass. and as a history teacher at Newton North.

At LHS, Stephens has three major items on his agenda: building renovations, rising enrollment and the role of technology in the classroom. Before tackling these large changes, however, he plans to get better acquainted with the school and the community.

"I first want to learn where the bathrooms are...I just discovered where the math building was, recently," Stephens said in August.

Back in Duxbury, Stephens helped construct an entirely new middle-high school. He hopes to use this experience to tackle new projects at LHS.

"It's no secret that there's a master plan with buildings in the district...Where do we think education is going to be in fifty years? Because that's what you have to think about when you're building a building," Stephens said.

Stephens is also taping into his personal experiences as he considers conversations surrounding the extent to which technology should be used in learning, a topic debated in the LHS Student-Faculty Senate last year.

"I'm completing an entirely online doctoral program through Northeastern, and it underscored for me just how important the classroom setting is, and how important the teacher is…[Tech is] not a zero-sum game, but a question of how we can augment the things we already do," Stephens said.

Last year, LHS saw major changes, notably the addition of I Block. Although the new schedule was a point of controversy, I Block is here to stay.

"I've wanted to have a period during the school day where kids can get extra help or dive a little deeper for ten years, and I'm walking in the door and it exists here. I love the concept of the I Block, and I think it's fantastic," Stephens said.

Regarding any immediate changes, Stephens is a newcomer to LHS.

"There's always a history behind what is and why. It's incumbent upon me to at least have an idea of what the thinking behind the particular thing that exists is," Stephens said.

Another focal point of last year was the discussion about stress, underscored by a widely read New York Times article.

"What doesn't work is just telling kids to relax. I say that to my daughter and she ends up throwing books at me," Stephens said. "Just remember that you're kids still… you're not expected to be the master of everything and it is okay to not know it all, it is okay to stumble."

"I am interested in where the kids are going to be when they're 35 and 40 years old. I'm playing the long game here, and high school is a piece of that. It is not the definer of who you are and what you are," Stephens said.

To all students starting and returning to LHS, Stephens said, "Let's go to work; there's a lot to do."

Lexington High School leaves FirstClass for Google Suite

Ria Bhandarkar
Rachel Zhang
Staff Writers

Over the last few years, Lexington High School students have used both FirstClass and G Suite to communicate with faculty. For the 2017-2018 school year, administrators have moved to make G Suite the only system of communication used at LHS.

"As one of the Instructional Tech Specialists here at LHS, I'm pretty excited about the switch to Google and showing teachers and students how much amazing learning and collaborating in particular can happen because of Google's tools," Rina Farber-Mazor said.

The change has been welcomed by many LHS students to decrease communication confusion between students and faculty.

"I found FirstClass confusing and only ever checked my Google Suite account. I think that using only one system is a lot easier and helps ensure that students don't miss anything," Jinhee Heo, a sophomore, said.

The familiarity of the G Suite has made email communication more convenient for students.

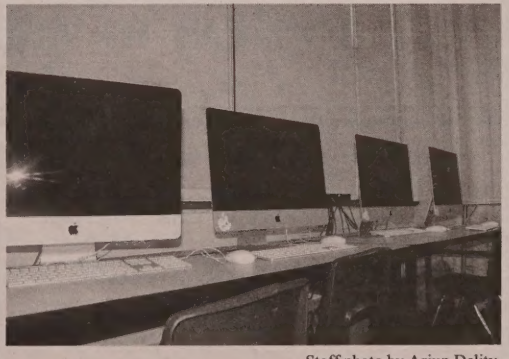
"It's definitely more accessible, as Google is already built into our phones. I can check my school email just as easily as I check my regular email...I don't have to find a desktop to log onto FirstClass anymore; I can simply use the Gmail app," Anna Maffa, a sophomore, said.

The transition between communication systems will take some time.

"Learning and transitions take time, and… we need to be patient as we move not only to a new email system, but also to new mindsets and ways of interacting with technology," Farber-Mazor said.

Google itself is a newer, more unfamiliar form of communication for many teachers, so they will need to adjust to the G Suite.

"People have to learn how to organize their [Google] inboxes to their own liking. Even though customization is a benefit, doing that takes time and practice. In the meantime, some people might wind up with a mssive inbox," Jessica Goodstone, a history teacher and early adopter of Google, said.



Staff photo by Arjun Delity
As of the 2017-2018 school year, the LHS administration is switching its online communication base to Google Suite.

Editorial

Students should have a right to protest

On the day of the inauguration last year, a group of bold students staged a walkout. It was a powerful, yet peaceful, demonstration of anger and frustration.

With nine months passed, the grounds for protest have proliferated: the refugee ban, the Russia probe, DACA; the list goes on. And with these radical changes, the rights of young people to protest have become increasingly threatened.

Last month, the Department of Justice demanded 1.3 million IP addresses of Americans who had visited a Trump resistance website, a clear attempt to gather research on the opponents of the Trump administration. The administration has maintained its war on the free press, often characterized as the cornerstone of a sustainable democracy.

Students have long been the voice of change in our country throughout history. Many of the anti-Vietnam War protests were led primarily by students and young people.

However, there is a slippery and hotly contested slope bridging student activism and disruption. For example, distributing pamphlets may be allowed, but interrupting class time to do it would lead to consequences.

Fear of disruption cannot be used to stop protests. The Tinker v. Des Moines case of 1969 found that a principal preemptively stopping an anti-Vietnam war protest was unconstitutional.

A protest also cannot be stopped because of the reaction it provokes. According to the American Civil Liberties Union, demonstrations can only be prevented if the conduct of the demonstrators is disruptive. If there is a negative reaction to a protest, then administrators must deal with that as a distinct issue.

But even with some of the more disruptive protests, it's important to recognize that some of the most important learning we receive occurs in school, but not in the classroom. Our convictions and morality are beginning to solidify, and the ability to gather and make change as young people are skills we will carry with us as we become adults.

Many students are also simply bored of talking about politics. But that boredom is entrenched in lack of agency, and a feeling of helplessness. A sole focus on the macro political has disconnected a body of young people from decisions that very much affect them.

Despite its divisiveness and potential disruptiveness, high schooler activism needs to be a priority allowed by the administration, as the best way to link activism with the process of growing into adults.

Unsigned editorials reflect the opinion of the majority of the editorial board.

Creating healthy high school habits

■ Elizabeth Zhang
Columnist

Ever since I started my high school career at Lexington High School, I've always been wondering "what could I have done differently in the past to change who I am now?"

In 9th grade, I began to develop habits, such as procrastinating and stress eating, which are still present in my life now. These habits have affected my academic success as well as my overall happiness, and continue to grow worse over time. Others studnets at LHS have experienced the fact that once we become older, routines are hard to break — especially the bad ones.

So, what could I have done differently in the past to prevent developing these destructive habits?

First, to get rid of my procrastinating habits, I could have stopped myself from becoming complete BTS trash. Don't get me wrong, I love BTS so much and I would NEVER give them up, but maybe I should have stopped myself from going deep into their music video theories, spending hours watching their TRY NOT TO LAUGH compilations, or just simply pushing the important work aside to admire their seven perfect faces. But how could I stop myself?

As hard and impossible as it sounds, I actually had more self-control before I fell in love with BTS. I should have noticed that once you Jim-IN you can't Jim-OUT (a joke for all you ARMYs out there - I'll stop now). Spending time in this manner detracted from the time I could have spent on more productive activities. I felt more compelled to watch BTS music videos than complete my homework, which affected not only my learning but my overall health too. There was absolutely no need to watch the Guide to BTS's Laughs while doing homework, younger Elizabeth.

My second sinful practice is stress eating. I began to make a habit of eating almost everything, even when I wasn't hungry. The reason? I love food (a lot), and eating helped me to have a few minutes of bliss as well as take my mind off of all the tests, work and auditions built into my schedule. The implications, however, were nowhere near pleasant. In the course of one year I gained nearly ten pounds, all from sitting around, not exercising and binge eating. One thing that I would have changed, if I went back and replaced my past self with my current one, is that whenever I stress ate, I could have eaten fruit, or anything that tastes good and allows me to chew for a while, then swallow. As long as I distract myself with the flavors and the actions of munching and swallowing, I could experience the same effects of having a few minutes of bliss while choosing the right healthy food options.

Of course, these habits don't only affect me. I'm sure lots of people out there suffer from these bad addictions as well. But, I believe it's not too late to change them. If we just grit our teeth and chug through it for a few days, I'm sure it'll make a difference and alter our lives for the better!

What are you looking most forward to during your LHS career?

"Getting good grades."
- Flora Lin, Class of 2021

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Correspondence to The Musket c/o Lexington High School, 251 Waltham St., Lexington, MA 02421 or by email to musketnews@gmail.com. Short, tasteful responses are welcome.

Lexington High School implements revised homework policy

Nikki Kim
Emily Ma
Staff Writers

Over the years, Lexington High School has arguably developed a reputation for its hypercompetitive and stressful atmosphere. However, with the new homework policy in place, the school seems to be moving in a new direction.

According to the new policy, homework "will not be assigned during legal or religious holidays," and "following an excused absence, students will be allowed a reasonable amount of time to submit."

At first glance, the policy seems to be the perfect solution for overworked students. Despite the promisting new title, this policy does not actually entail much that is new.

For years, LHS has reiterated the rule preventing homework from being assigned over long weekends and particular holidays. The new homework policy isn't presenting the staff with new guidelines; instead, it is just reiterating what teachers should already be doing, according to the previous policy.

Furthermore, while it is a popular belief amongst administration that homework is the main source of stress for LHS students, it is only part of a complex problem.

The majority of students find themselves spending late nights studying for quizzes, tests and exams. And on top of the academic pressure, students are trying to balance their extracurriculars and social lives while maintaining healthy habits. For adolescents who are trying to figure out their places in the world, this can be demanding.

"Homework is only one of many activities that students participate in and needs to considered in a larger context when it comes to choices made," Elliott Gimble, a biology teacher, said.

High schoolers lead incredibly busy lives outside of school, and whatever extra time is afforded from less homework would immediately be occupied by other activities.

"There is still social pressure from parents and peers to achieve academic success," Kurissa Choi, a sophomore, said.

Despite its flaws, the new homework policy is clearly a step in the right direction, and it is a solid start to deflating the highly competitive atmosphere of LHS.

"Clarity and accountability are important for both students and teachers and the policy specifics, while they are similar to the existing policy, help with that," Gimble said.

Even so, there are still numerous other issues that need to be dealt with, such as class rigor, in order to make a significant difference that will positively change student stress levels and alter the way that students think about school.

LHS should use Facebook to commmnicate with the student body

Maria Gracia Santillana
Staff Writer

As teenagers born into this millennium, Lexington High School students have grown up in the age of the internet. With the growing popularity of social media, teenage culture has become increasingly centered around social media outlets such as Facebook, Instagram and Snapchat.

Students can recall a time when they were warned about the potential dangers of social media. "What you post online will always stay there." Teachers, parents and principals would tell us to be careful about what we posted online, often adding stories about someone getting fired or suspended for what they once posted.

As the popularity of social media grows, more formal institutions and organizations have started using it to promote their services, establishments and organizations. Many students around high schools and colleges have also started using social media as the primary way to communicate with their student population at their respective schools; after all, Facebook was started as a service for Harvard faculty and students.

LHS is no stranger to incorporating social media with academics. Here at LHS, Facebook is the preferred mode of communication when it comes to the student body. Each grade's student council creates a Facebook page to keep the grade updated on any class-wide events. Student-run clubs also use Facebook groups to post announcements about club meetings and events.

In Lexington, and many high schools across the United States, Facebook has replaced email, sending updates and notifications whenever something is posted onto a group or page.

But is the increased use of social media beneficial to the student population?

"When the [class] presidents use the facebook groups, it's really effective because most of the grade is in it, and we see the notifications," Khushi Soni, an LHS junior, said.

Up until now, the use of social media was reserved for student-led groups, while the school administration used emails to communicate with the students.

As Andrew Stephens, joins the LHS administration, he brings his avid use of Twitter with him. Through the use of the @LexingtonHSMa Twitter account, Stephens keeps the LHS community updated about sport announcements, important dates and workshops at LHS.

"I think educators need to use any avenue one can access [for communication]," Sheryl Kaczmarek, the debate teacher at LHS, said. "A principal who communicates with the population at large probably needs to use Twitter."

However, Stephens' use of Twitter often goes unnoticed within the LHS student body. Many say they don't actually check Twitter on a daily basis, and are skeptical of how many people Stephens is able to reach through his Tweets.

"If the administrators were to use it, not a lot of people would see it [or] pay attention to it. It would be worth trying to see if it works, but I don't know if it actually would," Soni said.

At the end of the day, Stephens' increased use of social media shows an interest in further connecting with the student body. However, for now it fails to be effective due to his choice to use Twitter over Facebook.

What was your first day of school like at LHS?

"I was walking in the quad and it was the first day of school. I was wicked nervous and I was trying to get to my class, freaking out, because the bell rang two seconds ago. I was walking and there were a bunch of seniors that walked through and I accidentally stepped on a seniors shoe and I freaked out. I immediately apologized and said I was so sorry and he turned around and looked me dead in the eyes and cursed me out. I was so terrified I immediately ran away after that. I thought all the seniors were going to beat me up after school. But yeah that was my first day story."

-Clara Cheng, Class of 2021

Lexington Learns gives teachers the chance to learn from one another

Jake Kanef
Staff Writer

On Nov. 13, 2017, while students are enjoying the last day of a long weekend, teachers will be back in school for a program called Lexington Learns Together. The program serves as a way to bring teachers together in a learning environment different from normal professional development. During the day, teachers can guide their learning and focus on certain points to bring back to the classroom.

"The day begins with opening remarks from the superintendent and other staff members from central office, and then we attend three 75-minute sessions that we choose ahead of time," Christina Kent, an English teacher, said.

"If there's something that resonates with me, I'll study it some more and bring that work into my classroom," Kent said. Last year, for example, she took a course led by Carrie Conlon on the power of habit.

The course was about "how we form [habits], how we break them, and why. We then reflected on our own habits (both professional and personal) and considered what changing them or adopting new ones might entail," Conlon said.

Relating the session to students, attendees considered what sort of habits could help student engagement and learning.

Conlon also led a session the previous year on how curiosity and learning are sacrificed in the quest for competition, grades and data in American schools. In the past, there have been a variety of other sessions offered: titles such as "Hereditary History," "#MakeHappyHappen @ LHS," and "Autism in the Classroom," per the Lexington Public Schools website.

The ability to choose sessions that suit a teacher's own interests makes Lexington Learns Together a positive experience for everyone involved.

"I love seeing how excited everyone is about the sessions they chose. Teachers love to learn!" Conlon said.

With that being said, facilitating a session with teachers can definitely differ from doing a similar task with students.

"Leading a session for teachers can be a little intimidating relative to teaching students because these people are skilled professionals. That said, teaching a lesson to teachers is also great fun. LHS teachers readily engage in reflective conversation and bring a lot of life experience and wisdom to the table. They share enthusiasm and ideas, ask questions and offer insights to create a real exchange of ideas," Conlon said.

With a wide variety of course offerings, a unique learning environment and choice in professional development, Lexington Learns Together attempts to engage teachers and provide them with interesting information. "Lexington Learns proves that the town's educators are intelligent professionals who can lead and provide knowledge," Kent said.

Meet LHS' Dean Kelly Cavanaugh (if you have not yet)

Emily Chen
Online Content Editor

In the midst of the general chaos of a Lexington High School lunch, one individual seems to stand out amongst all. She strolls happily along the great Commons' hubbub speaking and waving to all whom she passes.

Dean Kelly Cavanaugh considers checking in with familiar student-faces during administrative lunch duty to be just another part of her collaborative process.

"[She walks] around the cafeteria showing herself as someone who you can approach and talk to if you need anything, and maybe you don't need anything in that moment. The kids are gonna say, oh yeah! She's easy to talk to," John Murray, the Associate Principal of LHS, said.

Cavanaugh is the dean of the World Language Building; she is mindful of the importance of cooperation. Whether it be working with students to solve attendance problems or working in leadership teams with other deans, cooperation is imperative to creating fair solutions.

Cavanaugh said that she stresses communication skills, kindness and resiliency in her work.

"When you're working with people, you wanna work with someone who brings the room up, not drag it down, and [Cavanaugh] is definitely someone who brings the room up," Jaffrie Perrotti, a fellow dean at LHS, said.

She is especially experienced in working together in special education programs, specifically ones focused on autism.

"We have three programs at the high school with students who are on the autistic spectrum, so she's been able to shed light into every one of those situations," Perrotti said.

Cavanaugh fell in love with working in special education at a young age. She spent her summers as a part-time nanny with her two cousins diagnosed with forms of autism.

Cavanaugh followed what she loved in her senior year as an undergraduate at UMass Amherst. She dropped her musical theatre major in favor of special education and doesn't regret it one bit.

"I uprooted everything. Best decision I made! I'm really, really happy," Cavanaugh said.

Cavanaugh is now a full-time 'nanny' to her own family. She is married to Matthew Cavanaugh and is the mother of two little boys, Jack and Leo.

Cavanaugh's time is currently divided between two full-time jobs: being a dean and spending time with her family. Although she had to give up her part-time job of teaching Vinyasa yoga, Cavanaugh still incorporates it into her family time. She does parent-kiddie yoga with Jack and Leo, which involves a lot of teamwork.

Six-year-old Jack and three-year-old Leo love superheroes, the Museum of Science, playing outside, cooking and reading with their parents. Their favorite books are the "The Day the Crayons Quit" and "The Day the Crayons Came Home."

Cavanaugh spends lots of time with her four siblings as well. When all the individual families meet, they like to go to their mom's house. There, they play games or watch movies.

After a long day, Cavanaugh reads to her sons. She tucks them into bed then returns to life as a dean, finishing her work. However, even relentless Cavanaugh deserves a break sometimes. She and her husband watch TV after work and recently finished Westworld.

How is lunch compared to middle school?

"The lunch options are better, and there are more. It would be interesting if we could have a grade level lunch to see all of my friends."
-Josh Lee, Class of 2021

To read more, visit lexmusket.com

Grove Street housing project gets approved

Shweta Kondapi
Brandon Wu
Staff Writers

This July, the Town Planning Board voted 4-1 in favor of the approval of the Grove Street Balanced Housing Development. At this time, public discussion is closed, and North Shore Residential Development has the go-ahead.

The Grove Street Housing Development project was first proposed in June 2016. The project will use 13 acres of conservation land to build 30-40 units of balanced housing. This undeveloped land had been publicly used and accessed by residents for over 50 years.

The decision followed a year-long debate between developers and residents. Conversations focused on the cost of the project and how it would affect nearby fragile ecosystems.

Members of the Lexington community who opposed the development cited its severe effects on nature, the overcrowding it would bring to the community and its strain on public infrastructure including town facilities, public works, municipal services, the sewage system and road safety.

According to The Lexington Minuteman, Vice Chairwoman of the Lexington Planning Board, Ginna Johnson, asked "if water wells could be prohibited, citing the possibility of lowering the groundwater table."

This request was denied at the meeting discussing the project in July. Similarly, the proposal would also "destroy a mature forest with public trails and a fragile ecosystem with abundant wildlife," a flyer resisting the enterprise said.

Developers have addressed environmental concerns about the local ecosystem by setting aside 5.4 acres for protected natural woodland, hiking trails and a sustainable rainwater conservation system. When the construction starts, residents predict that it will contaminate wetlands and vernal pools.

Furthermore, the flyer stated that the proposal would "cause an increase in service delivery costs and property taxes that burden all residents, especially fixed income seniors." It would also jeopardize public safety by significantly increasing traffic on a narrow road with a dangerous intersection. This could potentially be dangerous to elementary school students who walk to Estabrook Elementary school.

The developers say that the project caters to new homeowners and enables socioeconomic diversity. Ideally, these newer homes would also be low maintenance and cost less than the majority of homes in Lexington. The types of homes the venture would bring are in great demand, as shown by recent sales in Robinson Woods and Lincoln Woods.

"In addition to the 5.4 acres of natural wooded land for the town, the plan includes public hiking trails, off-site tree planting in the Lexington community, additional public sidewalks and even a large rainwater-harvesting system to conserve water usage to help the environment and community," Gary Carchia, the previous owner of the land said. Additionally, locals have confirmed that this project includes a fiscal impact report and traffic studies that prove no possibilities of threat.

LHS hosts LexHack

Anelga Hajjar
Ishika Jha
Staff Writers

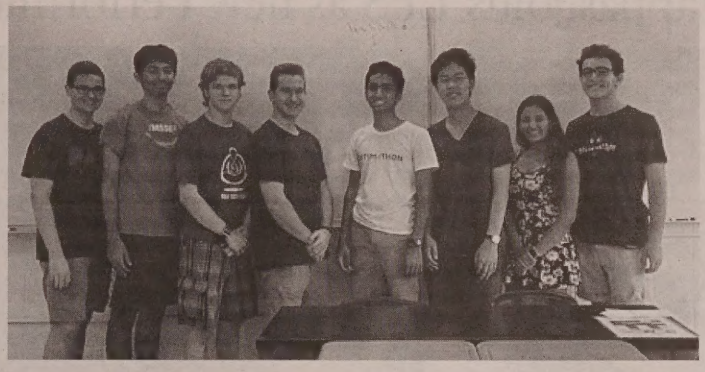
On Saturday, Sept. 30 from 8 a.m. to 11 p.m., LexHack hosted its fourth annual hackathon, open to all high school students, in the Lexington High School field house.

LexHack is a student-run organization whose objective is to spread the love of programming and innovation by making the event easily accessible to all.

The hackathon is an engineering and coding event where participants collaborate to develop apps and present them to a panel of professional judges. Registration is free, and students can either enter in teams of up to four students or form a team upon arriving. Students of all coding experience are welcome, and for those without any programming experience, LexHack provides mentors who will assist them in making basic web apps.

The hacking part of the event takes place from 9:15 a.m to 9:15 p.m., which gives the students twelve hours to work on their projects with breaks for food provided by LexHack.

The students are equipped with hackable hardware and receive prizes for their accomplishments. In past years, students have built websites, assistive tools, video games and even a foosball playing robot. Projects are judged on creativity, effectiveness and technicality. The judges are volunteers from various STEM fields, particularly computer science.



Staff photo by Stephanie Park
Organizers of the fourth annual LexHack program at Lexingn High School.

LHS puts new homework policy in effect starting in Sept.

Tony Sjodin
Clare Wiesen
Staff Writers

Lexington High School has implemented a new homework policy across all grades. The policy outlines goals and requirements for homework, as well as a restrictions for assignments over school breaks and holidays.

An accompanying document, the "LPS Homework Implementation Guidelines," lays out the expectations of educators, students and parents in regards to adherence to the homework policy. It also provides an extensive calendar detailing when homework cannot be assigned or collected.

"What [the implementation guide] helps teachers do is... adjust and apply homework to not just the letter, but also the spirit of the policy," Andrew Stephens, principal of LHS, said.

The policy is a more defined version of the previous guidelines which already included the prohibition of homework on holidays.

"Most of the policy was already on the books; it was being followed as far as I can tell," Shane Wilson, a history teacher at LHS said.

The School Committee started receiving feedback on the old homework policy four years ago when parents and students submitted comments and a survey was given out to the teachers.

"We did learn through [the] survey that a surprisingly high number of teachers ... were not aware that we had a homework policy... if teachers are not aware there's a policy, it could help explain some of the disconnect," Jessie Steigerwald, a School Committee Member involved in the writing of the policy for the past three years, said. "I think we're moving in the right direction. There are some areas where I wish we could a little further towards what I think is protecting student time."

Students have, in the past, struggled with balancing homework and regular activities.

"When I'm losing sleep during the school week, it's because I'm staying up to finish my homework," Laurine Aldairy, a junior, said.

Homework presents a difficulty to students when given with no clear reason.

"The students at LHS are incredibly busy and scheduled and so homework for homework's sake doesn't make a lot of sense," Wilson said.

Part of what the new policy outlines is that all homework should serve a purpose and be meaningful to the curriculum.

"Having a bit of homework to cement what you were learning, that makes sense, but having twice as many problems as you need to accomplish a goal makes it more of an issue," Aldairy said.

The new policy also includes the line, "homework is not required." This has been an issue in the past with parents and teachers disagreeing on the amount of homework given in a class, parents often wanting more homework for their children.

"That sentence means if a parent ever goes to a teacher and says I think my kid should get more homework, the teacher is empowered to say...'I'm only going to give homework where it's meaningful,'" Steigerwald said.

Another aspect of the new policy that was present in past versions of the homework policy states that homework given over the weekend should not be longer than an average school days homework.

"Homework over weekends is what's most annoying to me. I like to try and use my weekends to catch up on sleep and just reset," Aldairy said.

Stephens thinks that homework is an important part of learning, but that students should also have homework free breaks.

"Connected and relevant [homework] is what I'm all about," Stephens said. "My hope is that...the breaks that kids have from homework, especially the long breaks, are ones where they actually have a break," he said.

A Cappella groups seek out new friends and musicians

Olivia Kormos
Staff Writer

Staff photo by Stephanie Park
Members of one of Lexington High School's a cappella groups, Euphoria, on audition night.

Auditions for Lexington High School's eight a cappella groups took place the week of Sept. 18.

At LHS, there are two mixed-gender groups, three all-female groups and three all-male groups. The audition process consists of singing a solo and group piece, according to senior Douglas Amirault, one of the leaders of the mixed group, Peanut Butter and Jelly.

"We are looking for people who like to have fun and would get along with current members...but the main criteria is singing ability," Amirault said.

Ido Diamant, senior and leader of The Gentlemen, said that the best part of the audition process is inducting new members into the group.

"Rejecting members is hard, however, considering that everyone has such unique ideas and talents...We want to make sure that we can work together to make awesome arrangements and performances, but also put a lot of focus on group bonding and being compatible people," Diamant said.

Each group holds multiple practice sessions for potential members to give them time to learn the music.

"The practice sessions are a useful tool for learning the music and preparing," Kyuho Lee, a freshman auditioning this year, said.

Zella Goodell, a freshman, and Manon LeDonne, a sophomore, said that they prepared through the practice sessions and using Noteflight, a website that allows groups to create accessible a cappella arrangements.

"I am mostly really excited...I have a lot of friends who have done it in the past, and I've heard very positive things," Goodell said on the auditioning process.

"A cappella is a really tight family, and I like to be in a family," LeDonne said.

Pappas joins LPS as new Performing Arts Coordinator

Staff photo by Arjun Delity
Ida Pappas is the new Performing Arts Coordinator of Lexington High School.

Victor Chen
Azalea Yunus
Staff Writers

This year, Ida Pappas joins Lexington Public Schools as the district-wide Performing Arts Coordinator for grades K-12. Only a few months into the school year, Pappas has started the process of familiarizing herself with the many music programs around the town.

Prior to her work in Lexington, Pappas completed her undergraduate education in vocal performance, during which she developed her interest in music education.

"By the end of my sophomore year and the beginning of my junior year, I got really excited about what was cool about music education that I hadn't seen in my traditional schooling," Pappas said.

Upon completing her studies, Pappas' vocal and theater experience became an asset to employment. She spent time in Ireland as a student teacher, and later worked at several private schools after returning to the United States. Working at these institutions gave Pappas experience in the visual and performing arts, and inspired her to continue her studies by earning her Ph.D in interdisciplinary studies.

Teaching music in an interdisciplinary way allows for educators to encourage cross-curriculum knowledge and the application of learning from one subject to another. In the case of teaching a musical idea, a teacher might explore any combination of its historical context, physical movement and audio/visual accompaniment to use in the classroom.

"I had never experienced that kind of learning, where I could bring in art, dance, and music...I would have kids playing something while watching a video and it'd line up exactly, and I could see them being, like, heightened emotionally with all these different interdisciplinary topics coming together," Pappas said.

In addition to her role as K-12 performing arts coordinator, Pappas also teaches general music at Clarke Middle School. According to Pappas, the biggest difference between teaching at the middle school and at the high school is the types of musicians she gets to interact with.

"When you're dealing with general music, you know, you get some students who don't believe they're musical. And it's sad, but I need to know in my heart that we're teaching every kid in front of us...and I need to remember that everything I do is for all of those kids and not just the ones who choose," Pappas said.

Coming to Lexington Public Schools has presented several noticeable changes for Pappas.

"Moving into the public schools - huge programs. You couldn't do a lot of the fantastic things that you guys do here because you have huge numbers, and [at] a lot of schools, like some of these private schools, you're lucky if you can get one band," Pappas said.

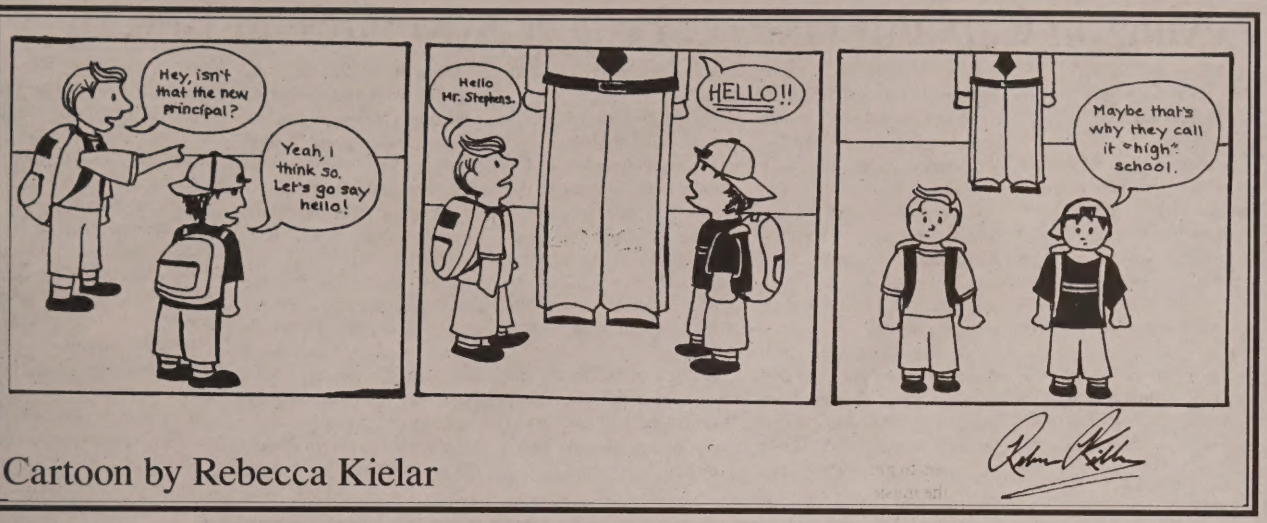
As a newcomer to Lexington, Pappas first seeks to familiarize herself with the faculty and schools around town. She believes knowing all of her coworkers is important since they all contribute to students' learning and it is vital for them to best collaborate.

As Pappas settles into Lexington, she has already made note of Lexington musicians' abilities. After watching two jazz band rehearsals, she expressed her excitement and gratitude about working with students beginning the year already with a refined sense of musicianship.

"I couldn't believe the level they are already playing at on week two, and I was like 'This is amazing program' and just brought clarity to me, what a bunch of professionals I get to lead," Pappas said.

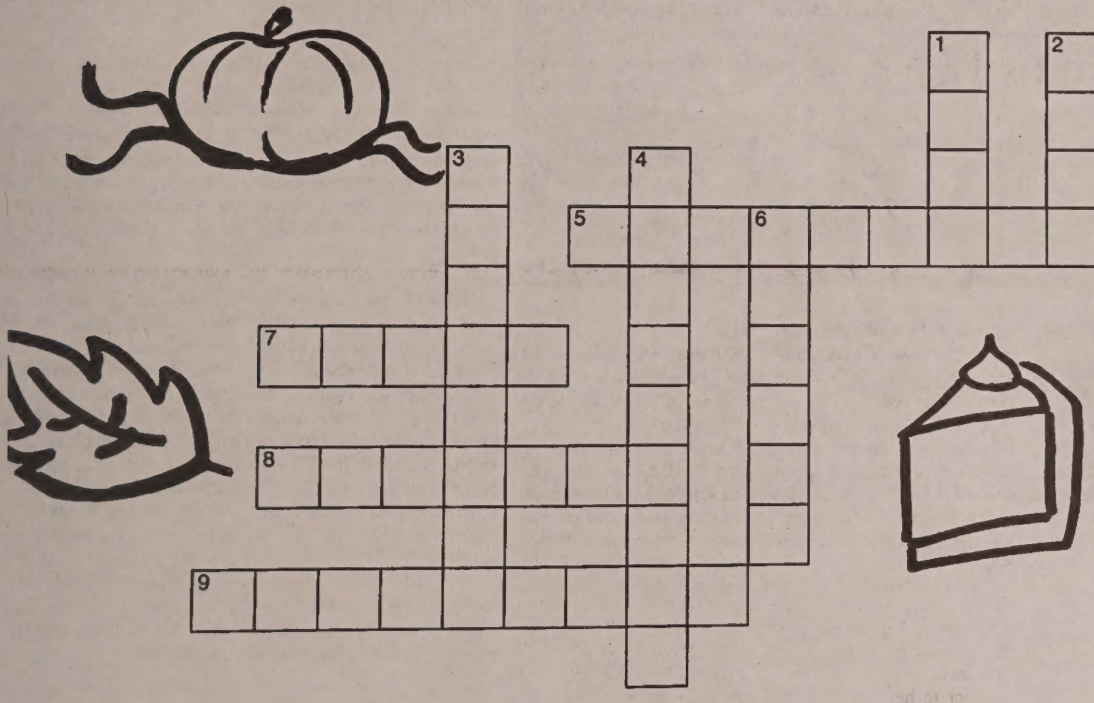
What are you most looking forward to at LHS?

"More club meetings. I have to see what's next. It's a big ole' mystery."
-Derek Ying, Class of 2021


Hey, isn't that the new principal?
Yeah, I think so. Let's go say hello!
Hello Mr. Stephens.
HELLO!!
Maybe that's why they call it "high" school.

Cartoon by Rebecca Kielar

Spooky Crossword Puzzle



ACROSS
5 Scary Holiday
7 _____ picking
8 Orange, edible, decorative
9 Frightens crows from gardens

DOWN
1 Corn ____
2 Candy ____
3 Fall dessert
4 Type of gym class at LHS
6 What lays on the ground in the fall?

Crossword by Jennifer Lo

For answers, visit lexmusket.com

Visit lexmusket.com for more content!

Lexington Captains take on Project Adventure in Beverly

■ Allen Cui
Sports Editor

Lexington High School has an annual tradition of sending its varsity sports' team captains to a program known as "Project Adventure." This September, for the fourth time, LHS sent its student-athlete leaders to Beverly, Mass.

The program, led by well-trained coordinators, includes a variety of activities such as low ropes, high ropes and trust falls. The purpose, according to athletic director Naomi Martin, is for students to come together "as one team" and learn how to listen, communicate and work together.

This year, Project Adventure welcomed 63 LHS captains. The day began with icebreakers as a big group where students got to know their peers for the day.

"[Project Adventure] is a fantastic opportunity to pull these [captains] together from completely different sports teams," Martin said. "Over the course of the whole day, they get to be on the same team."

After the icebreakers, the group was randomly split into six smaller groups of 10 members each. In most cases, these groups consisted of captains from different sports teams. Each of these groups went on their own adventures which involved everything from rock climbing to trust falls.

"I don't think there's anything by chance," Martin said. "I think [the activities] are all really thought-out and have a purpose."

Throughout the day, the captains worked together to overcome challenges and accomplish team goals. It took "working hard, communicating, being humble and a level of humility for the whole group to be successful," Martin said.

After each activity, the small groups came back together to debrief. They discussed what worked, what was difficult and whether there was trust between the members of the group.

"My favorite part of Project Adventure was the climbs," Matan Gans, a senior captain on the swim team, said. "I'm usually scared of heights but I felt enough trust in my friends that I was excited to get to the top."

The day ended with students coming back to LHS and receiving a shirt with the school's motto "Work Hard, Stay Humble" printed on the back.

"Project Adventure reinforced the team aspects of sports," Gans said. "You need to trust your teammates and get your teammates to trust you."

FALL SPORTS PREVIEW

Staff photo by Eunice Kim
LHS football players return to the bench in the first game of the season against Brockton.

■ Jessica Karson
Staff Writer

Boys' Football

The Lexington High School Varsity Football team's season began with a win against Brockton High School. "[The game against Brockton] was probably the most significant win we've had since I've been here," George Peterson, the varsity team's head coach of seven years, said. "[Brockton is] one of the consistent powers in the state of Massachusetts and we came out and played very well."

After last year's successful season, Peterson hopes the team "continues [on] an upward trend." However, last year's results doesn't mean that the team can get complacent.

"We don't want to live in what we did last year. We want to continue to work this year and get better," Peterson said.

After a very strong season and league championship, the team is only missing a playoff win.

"As a team this season, our main goal is the playoffs," Ben Quint, a senior captain, said. "We would like to make a run at the state championship game." Quint's only concern is the injuries on the team.

"As the season wears on, kids get beat up and a couple key injuries could really shape the outcome of our season," Quint said.

A significant feature of the team this year, according to Peterson, is strong leadership from upperclassmen in and out of school. "One of the biggest expectations we have is that [the players] are good students and that they are good members of the culture here at Lexington High," Peterson said.

Girls' Cross Country

The girls' cross country team started the season with a win against Watertown.

"I expect each girl to be committed to their teammates, to their own success and to the sport itself," Rebecca Trachsel, the team's coach of six years, said. "I ask them to give their best every single day."

The girls' cross country team is heading into this season after a strong state championship win last year. Trachsel's expectations from year to year are always the same.

"[I want them] to work hard, have fun and support each other while [they're] doing it," she said.

One of Trachsel's main goals for the season is for the "entire team [to] improve with each meet and then peak at the right time while keeping [runners] healthy and injury-free."

While her expectations year to year do not change, she described the way that the team changes.

"We lose some older, more seasoned gals each year and then gain some fresh, younger gals at the same time...our overall lineup is always impacted because of this."

This creates a different team every year. "[We] approach each group as its own entity and work with what [they] have to get the best out of [the team's members]," Trachsel said.

■ Jinhee Heo
Staff Writer

Girls' Field Hockey

The Girls' Varsity Field Hockey team ends the first month of the season with a 7-1 record.

"This season, the team hopes to keep a winning record, qualify for tournament and advance through the first round of [the state] tournament," Lauren O'Keeffe, a senior captain, said.

Last year, the team made it to the Division I North semi-finals. Since then, 13 seniors have graduated, leaving this year's team with new faces and talent. They hope to make the transition smoothly through hard work at practice, Laura Galopim, the girls' varsity coach of four years, said.

"The team may be young, but they are athletic and extremely coachable. They are passionate about the sport and want to learn more everyday," Galopim said.

They practice and play games six days a week, meeting after school and on Saturday mornings. In order to navigate their busy schedule together, the team maintains a strong trust system, both in and out of games.

According to O'Keeffe, they openly communicate any issues with one another and also watch the junior varsity team's games together.

"I am looking forward to watching this team grow in the next few years," Galopim said. "We are a small team of sixteen, fourteen field players and two goalies. The players are getting lots of reps at practice and working hard."

Boys' Soccer

The Boys' Varsity Soccer team started off the season with a 3-0 victory against Stoneham High School. As the defending state champion, the team has high expectations for the upcoming season.

"[Our team goals for the season are to] win the Middlesex League, make the Division I North finals, score 40 goals and most importantly, outwork the other teams in every game," Alex McLaughlin, a senior captain and center-midfielder, said.

This season will be especially challenging for the team as they hope to make up for their lost talent from last year with intense training and maximum effort. They also hope to continue outcompeting their opponents as they did last season.

"Everyone on our team knows that the day after playing Lexington, the other team dreams of bragging about how they beat the state champs," Anthony Clough, a senior captain and center back, said. "Our job is to make sure that they keep dreaming it and [that] it never happens for real."

The state champion title doesn't affect the team's goals for the season.

"Winning a state championship last year was great," Keith Beaty, the boys' varsity head coach, said. "Yet, the most important thing to take away is the understanding of what it takes to be successful, which is to give 100% at every training session and game."

The state champions don't plan on doing anything less, especially towards their rivals.

"Dear Middlesex League," Clough said. "Stay in your lane."